

SHREWSBURY PUBLIC SCHOOLS

SCHOOL IMPROVEMENT PLAN

FLORAL STREET SCHOOL

SPRING 2004

DISTRICT MISSION STATEMENT

*The Shrewsbury Public Schools, in partnership with the community, will
provide students with the skills and knowledge for the 21st century,
an appreciation of our democratic tradition, and the desire to
continue to learn throughout life.*

SCHOOL MISSION STATEMENT

*Working together...
Planting the seed of lifelong learning
Cultivating cooperation, compassion, and confidence
Building integrity in a respectful community
...Our gift to the future*

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Part I SIGNATURE PAGE

Name	Signature
Co-Chair: Joseph Sawyer, Principal	
Co-Chair: Amy Oddo, Parent	
Karmen Bogdesic, Parent	
Susan Campos, Parent	
Kristin Franger, Parent	
Kara Frankian, Teacher	
Sandra Fryc, Parent	
Deborah Hemdal, Parent	
Gina-Marie Kelly, Teacher	
Jane Lizotte, Assistant Principal	
Larry Lynch, Community Representative	
Kathleen Rivenburg, Teacher	
Robert Wilson, Teacher	

Anthony J. Bent, Ed. D., Superintendent of Schools

Date

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Part II DEMOGRAPHICS
Enrollment and Class-size Information

Total Number of Students		
Total Number of Classrooms		
Grade/Description	Number of sections	Average Class Size
Half Day Kindergarten	0	N/A
Full Day Kindergarten	0	N/A
Grade 1	7	20
Grade 2	9	22
Grade 3	9	22
Grade 4	8	25
Grade 5	8	24
Grade 6	N/A	N/A
Grade 7	N/A	N/A
Grade 8	N/A	N/A
Foreign Language	N/A	N/A
Allied Arts	N/A	N/A
Health	N/A	N/A
Physical Education	N/A	N/A
All Classes 9-12	N/A	N/A
Core Classes 9-12	N/A	N/A
Electives 9-12	N/A	N/A
Grade 9	N/A	
Grade 10	N/A	
Grade 11	N/A	
Grade 12	N/A	

Data are based on the October 1, 2003 student demographic report, which are submitted to the Massachusetts Department of Education.

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Student Information

	Percentage	
	2003-04	2002-03
Native American	0% (3)	0%
Black (Non-Hispanic)	2% (20)	2%
Asian	14% (129)	13%
Hispanic	3% (24)	3%
White	81% (765)	82%
Title I	10% (92)	9%
Special Education	9% (85)	10%
Free and Reduced Lunch	7% (64)	6%
Limited English Proficient	2% (21)	3%

Faculty and Staff Information

	Number	FTE
Administrators	2	2
Classroom Teachers	42	41
Instructional Specialists	13	6.1
Instructional Support	16	12.6
Instructional Aides	36 (includes 18 child specific aides)	30.3 (includes 16.0 child specific aide FTEs)
Secretaries	3	3

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Part III SCHOOL HIGHLIGHTS

The 2003-2004 school year has been another successful one for Floral Street School. The school culture remains vibrant and reflects the energy of almost one thousand students spread across two locations. The fifth grade satellite program has continued to be successful at the Middle School site, thanks to the hard work of the faculty and staff there, led by Mrs. Kathleen Rivenburg, who assumed the role of fifth grade lead teacher this year. It should be noted that Mrs. Jane Lizotte, the assistant principal, has spent considerable time and energy traveling from Floral to the Middle School, often on short notice, in order to be responsive to fifth grade student and staff needs. While the off-site location of the fifth grade program was not optimal, the efforts of students, parents, and staff have ensured that the fifth grade experience has met the expectations for a high quality Shrewsbury education.

The partnership between school and home has continued to thrive at Floral Street School. For the first time, parents who wished to volunteer to assist teachers with instructional tasks were provided with training from the reading and curriculum specialists in order to help them be more effective in assisting students. A survey of the parents who participated in the training showed that this training was appreciated and effective. The Floral Street School PTO has continued to be incredibly supportive of the program by allocating over \$50,000 to date for field trips, special performances, building and grounds enhancements, and supplementary classroom materials. The PTO has also continued its tradition of providing opportunities for Floral Street families to socialize, this year expanding this effort to include special "grade level" events where families from a particular grade got together to celebrate according to themes such as Mardi Gras, a beach party, and disco night. As a result of their efforts, the Floral community continues to feel smaller than its numbers would indicate. On June 5, the PTO will hold its second annual Falcon Family Fair, which promises to be another big success in terms of both fun and fundraising.

The new standards-based elementary report card was the focus of much of the school's work in the academic realm. Teachers participated in several sessions of professional development related to this initiative, and both the partial implementation in the fall and the full implementation in March were successful. At Floral, a group of teachers known as the Elementary Report Card Leadership Team worked throughout the year to identify the key issues regarding the report card project, brainstorm solutions, and assist their colleagues with implementation. This volunteer group demonstrated the power of teacher leadership to shape the school's work, promote collegiality among teachers, and assist the administration by providing feedback from those responsible for carrying out the task.

Similarly, a group of teachers interested in utilizing the nature trail and school grounds as an outdoor laboratory for the teaching of science volunteered

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to serve on a science committee. This group of teachers, led by new curriculum specialist Mrs. Carol Bradley and teacher Mrs. Kara Frankian, enlisted the expertise of Mr. Doug Kimball, an environmental educator from the Audubon Society's Broadmeadow Brook location. Mr. Kimball, whose work was funded by the PTO, led a session on a standards-based and inquiry-based approach to science instruction during the March professional development day, and he worked with the science committee teachers to design a core inquiry-based lesson for each grade's science curriculum that utilized the outdoors. Mr. Kimball is in the process of teaching each lesson as a demonstration so that teachers can observe in order to replicate this with their own classes. This project, which evolved from work done in the fall examining our science curriculum in the context of learning standards, was another example of teachers taking the initiative to improve their own practice. A newly received SEF grant will help us continue this work as we endeavor to make the best use of our Nature Trail, the last piece of which is being completed this spring.

The use of data to diagnose students' learning needs and to take prescriptive action increased at Floral Street School during the past year. Instruments such as the Developmental Reading Assessment (DRA) provided data that was used by classroom teachers to guide instruction. These data were also used to identify students to be supported by either Title I teachers or reading specialists. The district requirement for reading specialists to work with students directly at least 50% of the time was new this year, and Mrs. Patricia Lambert and Mrs. Margaret Welch both distinguished themselves in identifying and doing intensive intervention with fourth and fifth graders who did not have access to Title I due to limited resources. Floral Street School is currently working on ways to utilize the data provided through the new report card in concert with data from MCAS, DRA, and common classroom assessments in order to determine how to ensure that the school meets all of its targets for adequate yearly progress (AYP). This will be especially important with regard to students identified with special needs, as this is the only group where the school did not meet the state's expectations for AYP.

While there is not enough room in this space to mention the many wonderful educational opportunities provided to the students at Floral Street School, the ensuing report will indicate that last year's school improvement plan was implemented with a high level of success, and that this work was focused on fulfilling the mission of the Shrewsbury Public Schools and the mission and core values further articulated by the school community. While there are many challenges ahead, Floral Street School has demonstrated that it is already performing at a high level and, more importantly, is committed to continuous improvement. The plans that follow will indicate a continued focus on building capacity so that everyone has a clearer understanding of the curriculum content and standards, so that teachers are better able to use assessment strategies and data to diagnose students' performance in relation to those standards, and so that teachers continue to build their instructional repertoire in order to provide instruction that enables virtually all students to meet or exceed those standards.

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Part IV School Improvement Plan Goals Summary for 2004-2005

1. Curriculum, Instruction and Assessment
 - A. Support teachers in improving their capacity to engage in standards-based planning, instruction, and assessment, including a continued focus on effectively utilizing the new report card instrument and other forms of data to collectively improve teaching and learning.
 - B. Continue the work begun this year using essential questions and enduring understandings in order to translate the Massachusetts Curriculum Frameworks and Shrewsbury curriculum expectations into key student learning experiences.
 - C. Support teachers in the math curriculum pilot.
2. Professional Development
 - A. Provide opportunities for content-specific professional development in order to improve teachers' capacity to increase student learning in the content areas.
 - B. Promote the ongoing development of a professional learning community by providing opportunities for collaborative practice and teacher leadership, including peer observation, examination of student work, and development and sharing of exemplary instructional and assessment practices.
 - C. Engage staff in an examination of research-based best practices through a study group approach using both literature and video, in order to consider ways in which the school can increase student learning and can demonstrate this through multiple forms of data.
 - D. Implement the three steps above in the context of improving learning for *all* students, with emphasis on differentiating instruction so that the school meets the needs of students with special education needs, students with reading difficulties, English language learners, and high achieving students.
3. Respectful Community
 - A. Utilize All School Meeting and Morning Meeting as vehicles for implementation of school-wide bullying prevention and anti-teasing program in order to further improve the school environment.
 - B. Improve student attendance and on-time arrival in order to increase students' opportunity to learn and minimize disruption to the program.
 - C. Institute a coordinated plan for community service learning initiatives.
4. School Space
 - A. Investigate ways to utilize space to facilitate staff collaboration.
 - B. Continue to enhance the environment of the school building and grounds in order to increase both visual appeal and educational functionality.